DOCUMENT RESUME

ED 163 506 CS 204 582

AUTHOR Click, John William
TITLE A Model for Short-Term Training of High School Publications Advisers.
PUB DATE Aug 77
NOTE 29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (60th, Madison, Wisconsin, August 21-24, 1977)

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Educational Needs; Educational Principles; *Faculty Advisors; Faculty Workload; High Schools; Inservice Teacher Education; *Journalism Education; Learning Activities; Needs Assessment; Postsecondary Education; *Student Publications; Surveys; *Teacher Education; Teacher Responsibility; *Teaching Models; *Training Objectives

ABSTRACT

A model for the short-term training of high school publications advisers, and the procedures used in developing it, are described in this paper. The paper first outlines survey techniques used to obtain advisers' rankings of 53 statements about their professional needs and reports the statements and their rankings by advisers. Procedures are then described that were used after the completion of the survey in developing principles for advising publications staffs and for training publications advisers and in having the principles validated by an expert jury. The principles are listed, and the jury's rating of their relative importance is noted. Finally, the training model, which lists both competencies to be developed and suggested methods for developing them, is presented. The following 11 instructional components of the model are described separately: news judgment, news gathering, and news writing; editing and design; professional practices; student publication law; relations with persons not on the staff; production techniques; business and finance; advertising; relations with the staff; photojournalism; and writing (other than news). Practical considerations are then dealt with in relation to such aspects of the training situation as duration, leadership, facilities, instructional techniques, form, and enrollment. (GW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED163506

A MODEL FOR SHORT-TERM TRAINING OF HIGH SCHOOL PUBLICATIONS ADVISERS

By

John William Click

Professor of Journalism

Ohio University

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John William Click

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Presented to Association for Education in Journalism,

Secondary Education Division

University of Wisconsin, Madison, Wisconsin

August 1977

COPYRIGHT 1977
by John William Click

CS 204 582

Errata

A MODEL FOR SHORT-TERM TRAINING
OF HIGH SCHOOL PUBLICATIONS ADVISERS

By John William Click

Page 1, last line: "has" should be "had."

Page 2, line 29: Remove "a" before "4" to read "typically is 4 quarter . . ."

Page 9, between the two items "7 (tie." insert the following:

7 (tie). Advisers should be trained to advise students in finance of and advertising for student publications. Importance: 3.800. Practicality: 3.722; Rank 5 (tie).

Competencies under this principle include ability to

a. advise students in successful financing of the publication to maintain solvency or fiscal stability.
b. finance the publication, including budgeting, selling subscriptions or copies, invoicing, collecting accounts receivable and controlling expenses.
c. advise students in selling advertising, servicing advertising accounts, writing effective advertising copy and making effective advertising layouts.

Page 10, line 16: "ranking" should be "rankings."

Page 17, line 3: "once" should be "one." [competence in one can help . . .]

Page 17, line 37: "handbook" should be "handbooks." [staff handbooks could . . .]

Page 18, line 35: "one news editing course" should read "one editorial writing course." [magazine writing courses, one editorial writing course, a reviewing . . .]

Page 19, line 43: "we" should be "were." [needs that were rated higher . . .]

Page 23, line 18: "sumbitting" should be "submitting."

Page 24, next to last line: Remove "provide." [lower fees or scholarship . . .]

Numerous studies have shown that the majority of high school publications advisers and journalism teachers are inadequately prepared for their responsibilities. Although an undergraduate minor in journalism has been recommended as a minimum background for such persons,[1] most studies have shown that advisers with this much background are a minority.

Less than a journalism minor was reported in 1972 by 63 per cent of the newspaper advisers in Indiana, 86 per cent in Ohio and 97 per cent in Pennsylvania.[2] In Wyoming in 1975, 80 per cent of the high school journalism teachers and advisers had less than a journalism minor and 69 per cent had never taken a college journalism course.[3]

Comparable figures have been reported in other studies. Among Oregon yearbooks, Sheetz (1963) found that 57 per cent of the advisers had no undergraduate hours in journalism.[4] A 1960 Wisconsin study reported in 1964 found that only one-eighth of the schools offered journalism classes but 94 per cent had journalism activities and fewer than half the journalism teachers and advisers had taken a college journalism course. Also most had been assigned to their journalism duties after joining the school system.[5] In Minnesota in 1966, 57 per cent of the publications advisers had never taken a college journalism course but only 18 per cent of the journalism teachers had taken no journalism courses.[6] Sixty per cent of the newspaper advisers in southern Illinois high schools had never taken a journalism course[7] and a 1974 North Carolina study found that 64 per cent of all journalism teachers had never taken a journalism course but 57 per cent favored certification requirements for journalism teachers.[8] That same year in West Virginia, 44 per cent of the high school journalism teachers had never taken a journalism course[9] and in large California high schools 36 per cent had taken no journalism courses.[10]

Further contributing to the problem of inadequately prepared advisers are a relatively large number of advisers who had no choice in their advising assignment and a high turnover rate of advisers. In 1960 Boyd found that 63 per cent of the first-year newspaper advisers in Indiana had not originally been hired to advise the newspaper[11] and in 1975 Schmidt reported that 28 per cent of the advisers in Wyoming had been given no choice in being assigned as a publications adviser.[12] Regarding adviser turnover, 1960 and 1972 studies found 50 per cent of the advisers in their first five years of advising[13] and in Wyoming in 1975 the figure was 80 per cent.[14]

Most studies have equated journalism teaching and publications advising, but there is a difference and that difference underscores the need for short-term in-service training opportunities for advisers and the likelihood that this need will continue for some time. In 1972 20 per cent of the Indiana schools, 34 per cent of the Ohio schools and 55 per cent of the Pennsylvania schools had publications advisers but no journalism courses for credit.[15] As previously mentioned, 80 per cent of Wisconsin high schools that had publications had no journalism courses for credit in 1960.

Procedure. This study (1) assessed the needs of high school publications advisers, (2) developed principles to be used in training advisers based upon the assessment of needs, (3) validated those principles by submitting them to an expert jury and (4) constructed a model based upon these principles for the training of advisers in short-term situations.

1. Assessing Needs

To assess needs typical of and felt by advisers, a mail questionnaire was administered to a systematic sample of 300 newspaper and yearbook advisers in 14 states and the District of Columbia, representing all U.S. Census Divisions. To assess professional needs of which advisers may be unaware, a similar questionnaire was administered to university professors who teach courses for high school publications advisers.

Respondents rated each of 53 statements of adviser needs on a four-point scale. The statements had been selected from professional literature and edited from an original list of 82 statements. Open end questions on the schedules permitted respondents to suggest needs that had not been covered in the statements.

The advisers survey was conducted March 8-June 1, 1976, and has a usable response rate of 43.2 per cent.[16]

The median adviser in the survey was in his fourth year of advising and 61.2 per cent of the advisers were in their first five years of advising. Publications they advised were 64.9 per cent yearbooks, 57.3 per cent newspapers, 6.1 per cent magazines, 0.8 per cent handbooks and 1.5 per cent other publications (a newsletter and a flyer). Of the respondents, 61.8 per cent taught English, 46.6 per cent journalism, 18.3 per cent business, 7.6 per cent speech, 6.9 per cent social studies, 6.1 per cent mathematics, 4.6 per cent reading, 3.8 per cent photography, 3.0 per cent each earth science, home economics and French, and 2.3 per cent art.

Seventy-five advisers, or 57.3 per cent, had never taken a college journalism course. The median for all respondents was 0.37 quarter hours of college journalism. One-fifth (20.6 per cent) reported having taken courses related to publications advising and four-fifths (79.4 per cent) had not.

Advisers estimated they spent a median of 4.0 and a mean of 5.29 hours per week advising publications other than during class time. Four-fifths (80.9 per cent) of the advisers received compensation for their advising duties, with 45.0 per cent receiving extra pay, 16.8 per cent load credit, 6.1 per cent released time, 6.9 per cent both load credit and extra pay, 3.8 per cent both released time and extra pay, 0.8 per cent both load credit and released time and 1.5 per cent all three, extra pay, load credit and released time. The median for extra pay was $400, from a low of $75 to a high of $720 per publication for each the newspaper and the yearbook. Mean and median load credit amounted to a reduction of one class per day and released time amounted to a mean of 6.4 hour per week or a median of 5.3 hours per week.

Only 18.3 per cent held state certification in journalism and only 13.0 per cent had completed a journalism minor or its equivalent (20 semester or 30 quarter hours). A majority (58.8 per cent) reported having taken a workshop for publications advisers, but only 14.5 per cent had taken one for academic credit.

The university professors questionnaire was mailed March 18, 1976. By May 14, 1976, 44 replies had been received from 24 states. A minimum of 30 replies had been established as the criterion for the survey. Because there was no list of such persons from which to draw a sample, a list of 51 prospective respondents had been constructed from directories, personal experience and the files of the AEJ Secondary Education Division. Three of the respondents did not teach courses for advisers, leaving 41 in the study, 11 more than the targeted minimum.

Among the professors, the highest earned degree for the majority (51.2 per cent) was the master's, with 43.9 per cent holding an earned doctorate, 2.4 per cent a specialist degree and 2.4 per cent not replying. The course they teach for advisers or prospective advisers typically is a 4 quarter hours or 3 semester hours. A majority (51.2 per cent) were currently advising publications at their universities, including 31.7 per cent newspapers and 19.5 per cent yearbooks; 78 per cent had advised publications in high schools a median of 7.0 years and 68.3 per cent held state certification in high school journalism. Thirty-five who answered the question reported completing a median 81 quarter hours of journalism courses, from a low of 18 to a high of 198.

Needs ratings. Because the four-point scale yields ordinal data, the median score for each statement was used to rank order all 53 needs statements and analysis proceeded based on rankings. It was predicted that, because of their extensive backgrounds in journalism, the professors would rate the needs higher than the advisers. The differences in rankings between the two groups were tested with the one-tailed Mann-Whitney U Test and were significant beyond the .001 level. Inspection of the data suggested that 101 less prepared advisers (0-13 quarter hours of journalism) had rated the needs differently from 30 more prepared advisers (18-90 quarter hours of journalism), so rankings by those two groups and the group of professors were analyzed using the Kruskal-Wallis One-way Analysis of Variance by Ranks Test, and the differences were significant beyond .001. Analysis of the differences in ratings among the three groups of respondents was an important function of the study. That analysis resulted in retaining 40 of the 53 needs statements for use in developing the principles.

Three types of needs were represented in the 53 statements: (1) journalistic skills needed by advisers, (2) advising skills needed to develop journalistic skills within students and (3) advising skills not specifically journalistic in nature. Advisers rated most highly the advising skills not specifically journalistic in nature followed by advising skills needed to develop journalistic skills within students then journalistic skills needed by advisers. The professors also rated the groups in the same order.

Advisers rated highest a group of 10 statements about interpersonal relationships with and leadership of the staff followed by two statements about advising students in editing and makeup and three statements about advising students in writing straight news stories. Fourth highest was a pair of statements on interpersonal relations with persons other than the staff and fifth was a single statement about facilitating photojournalistic reporting by the staff.

Professors rated highest a group of five statements about interpersonal relations with and leadership of the staff and a group of three statements about advising students in writing straight news stories. Very close to these was a group of three statements about interpersonal relations with persons other than the staff and a single statement about advising students in editing. The professors' high ratings were scattered more among the 10 subject groupings of needs than the advisers' high ratings and tended slightly more toward advising skills related to developing journalistic skills within students than toward advising skills not journalistic in nature.

As a basis for analyzing disagreement or discrepancies among the rankings by the three groups, criterion levels for four degrees of agreement were established. "Strong Agreement" was assumed if all three groups ranked the statement within five ranks either way; 14 statements fell into this group. "Agreement" was assumed if two groups ranked the statement within five ranks and the other group ranked it within 10 ranks; 14 statements fell into this group. "Disagreement" was assumed if any two groups ranked a statement 11 to 15 ranks different; 11 statements fell into this group. "Strong Disagreement" was defined as a difference in rankings between any two groups of more than 15 ranks; 14 statements fell into this group. Ranks of statements upon which there was a strong agreement or agreement were accepted as ranked for determining principles upon which the model would be based. The investigator analyzed and made a judgment on each need for which the rankings were in disagreement or strong disagreement. Also to facilitate final analysis, four classification levels, approximating quartiles, were established and were labeled "High," "Medium High," "Medium Low" and "Low." Each classification did not necessarily contain an equal number of statements because those with ranking disagreements could be assigned higher or lower classifications.

To begin analysis, the investigator grouped all statements according to level of agreement and analyzed them in terms of precedent skills and ways to develop them. Statements in the Disagreement and Strong Disagreement classification were analyzed for an overall rating as High, Medium High, Medium Low or Low. The statements then were grouped under the 10 subject headings according to journalistic or advising skill. Table 1 reports the ratings and rankings by composite quartiles and Table 2 indicates ranks, agreement and overall ratings of needs. The 40 needs statements retained for use in developing principles for training advisers are listed under their 10 subject groupings below.[17] The lead-in phrase for each statement is, "An effective secondary school student publications adviser needs:"

1. INTERPERSONAL RELATIONS WITH THE STAFF, INCLUDING RECRUITING, TRAINING AND ORGANIZING THE STAFF

All 13 statements in this section were classified as Type 3, advising skills not specifically journalistic in nature.

An effective secondary school student publications adviser needs:

1. ability to plan ahead to meet production and publication schedules.
2. ability to encourage the staff to meet deadlines and publication schedules.
3. ability to inspire confidence within the students.
4. ability to identify reliable students with initiative, imagination and willingness to cooperate.
5. ability to train the staff for their respective jobs under existing conditions (class period or after-school-only meetings).
6. ability to evaluate staff members, especially when selecting the following year's editors.
7. ability to let students accept responsibility while supervising sufficiently to avoid outright failure by students.
8. ability to work with students jointly to establish standards of student work that will be expected for the publication.
9. ability to give advice concerning but avoid editing copy.
10. ability to assess the talents of the staff and to start where the students are.
11. ability to organize the staff and assign jobs with written descriptions.

TABLE 1

RATINGS AND RANKINGS OF NEEDS BY ADVISERS AND PROFESSORS
BY COMPOSITE QUARTILES

n = 101 Advisers 0-13 hours		n = 30 Advisers 18-90 hours		n = 41 Professors		Item	
Rank	Median	Rank	Median	Rank	Median	No.	Need*
1	3.944	1	3.983	2	3.961	14	Ability to plan to meet production schedules
2	3.875	8	3.900	4.5	3.946	46	Ability to encourage staff to meet deadlines
3	3.842	2.5	3.944	4.5	3.946	37	Ability to inspire confidence within students
4	3.810	5	3.923	23	3.731	63	Ability to identify reliable students
5	3.797	5	3.923	14	3.875	64	Ability to train staff for their respective jobs
6	3.775	5	3.923	19.5	3.817	31	Ability to evaluate staff members
7	3.765	2.5	3.944	9	3.914	62	Ability to let students accept responsibility
9	3.708	11	3.875	21	3.810	53	Ability to set standards jointly with students
10	3.686	8	3.900	12	3.897	38	Ability to advise students in editing copy
11	3.685	11	3.875	1	3.974	12	Ability to advise students how to gather news
12.5	3.675	8	3.900	9	3.914	45	Ability to deal with teachers, principal, others
15	3.620	17	3.818	4.5	3.946	20	Ability to advise students in writing news
18	3.575	13.5	3.848	12	3.897	36	Ability to assess the advising situation
8	3.758	27.5	3.711	29.5	3.609	52	Ability to advise students in makeup, layout
12.5	3.675	34	3.618	16	3.850	15	Ability to give advice but avoid editing copy
14	3.658	13.5	3.848	22	3.786	21	Ability to assess talents of the staff
16	3.600	23.5	3.750	34.5	3.524	39	Knowledge or skill in production techniques
17	3.583	23.5	3.750	29.5	3.609	42	Ability to facilitate photographic coverage
20	3.469	20	3.786	24.5	3.680	19	Ability to advise students in financing
22	3.366	21	3.775	15	3.859	23	Ability to spot common errors in student writing
23	3.341	26	3.722	26	3.646	50	Ability to recruit wide range of talent needed
24	3.338	17	3.818	9	3.914	41	Ability to advise students in writing a lead
26	3.309	17	3.818	17.5	3.839	18	Ability to write a straight news story
30	3.237	17	3.818	7	3.931	30	Ability to advise students in news judgment
33	3.179	17	3.818	4.5	3.946	57	Ability to be liaison with administration
34	3.151	23.5	3.750	12	3.879	55	Ability to advise students in interviewing
47	2.929	23.5	3.750	19.5	3.817	43	To understand law to prevent censorship
19	3.474	30.5	3.667	29.5	3.609	44	Ability to organize staff and assign jobs
21	3.367	38	3.533	29.5	3.609	16	Ability to advise students how to write heads
28	3.250	11	3.875	34.5	3.524	24	Ability in financing the publication
31	3.211	36.5	3.594	45	3.261	27	Ability in editorial writing
32	3.190	40	3.393	37	3.474	25	Ability to advise interpretive news writing
36	3.128	32	3.647	29.5	3.609	56	Ability to advise students in writing editorials
38	3.115	27.5	3.711	29.5	3.609	58	Ability to advise in editing opinion pages
39	3.095	34	3.618	38	3.472	29	Ability to advise in advertising procedures
40	3.088	41	3.375	24.5	3.680	51	Ability to advise in speech coverage techniques
44	3.026	34	3.618	17.5	3.839	28	To understand communication law to advise on it
45	3.012	29	3.694	34.5	3.524	60	Ability to advise in writing opinion columns
46	2.933	30.5	3.667	34.5	3.524	22	Ability to develop efficient production flow
25	3.337	44	3.281	42.5	3.306	17	Ability in copy fitting
27	3.294	46	3.237	40	3.354	13	Ability to advise students how to write cutlines
29	3.240	42	3.357	51	2.917	34	Skill in public relations
35	3.143	43	3.292	41	3.348	48	Ability to advise in writing feature stories
37	3.125	47	3.211	47	3.160	35	Ability to write many types of feature stories
41	3.086	36.5	3.594	46	3.229	40	Ability to advise students in proper copy flow
42	3.077	49	3.083	39	3.375	26	Ability to scale (proportion) photographs
43	3.053	39	3.417	42.5	3.306	32	Ability in editing opinion pages
48	2.674	45	3.250	50	2.981	61	Ability to advise about journalism careers
49	2.550	48	3.088	44	3.263	47	To understand role of mass media in society
50	2.386	53	2.500	53	2.625	54	Skill in magazine writing and editing
51	2.339	51	3.050	49	3.087	49	Ability to take and process photographs
52	2.250	50	3.056	48	3.130	59	Knowledge of photographic darkroom techniques
53	1.959	52	2.833	52	2.841	33	Knowledge of history of American journalism

*Abbreviated need statement.

TABLE 2

RANKS, AGREEMENT AND OVERALL RATINGS OF NEEDS

n = 101 Advisers 0-13 hours Rank	n = 30 Advisers 18-90 hours Rank	n = 41 Professors Rank	Level of Agreement	Item No.	Overall Rating	Type
1	1	2	SA	14	High	3
2	8	4.5	A	46	High	3
3	2.5	4.5	SA	37	High	3
4	5	23	SD	63	High	3
5	5	14	A	64	High	3
6	5	19.5	D	31	High	3
7	2.5	9	A	62	High	3
9	11	21	D	53	High	3
10	8	12	SA	38	High	2
11	11	1	A	12	High	2
12.5	8	9	SA	45	High	3
15	17	4.5	D	20	High	2
18	13.5	12	A	36	High	3
24	17	9	D	41	High	2
34	23.5	12	SD	55	High	2
12.5	34	16	SD	15	Medium High	3
14	13.5	22	A	21	Medium High	3
16	23.5	34.5	D	39	Medium High	1
17	23.5	29.5	D	42	Medium High	2
19	30.5	29.5	D	44	Medium High	3
20	20	24.5	SA	19	Medium High	2
22	21	15	A	23	Medium High	3
23	26	26	SA	50	Medium High	3
26	17	17.5	A	18	Medium High	1
30	17	7	D	30	Medium High	1
33	17	4.5	SD	57	Medium High	3
40	41	24.5	SD	51	Medium High	2
44	34	17.5	SD	28	Medium High	1
47	23.5	19.5	SD	43	Medium High	3
8	27.5	29.5	SD	52	Medium Low	2
21	38	29.5	SD	16	Medium Low	2
27	46	40	SD	13	Medium Low	2
28	11	34.5	SD	24	Medium Low	3
31	36.5	45	D	27	Medium Low	1
32	40	37	A	25	Medium Low	2
36	32	29.5	A	56	Medium Low	2
38	27.5	29.5	D	58	Medium Low	2
39	34	38	SA	29	Medium Low	2
45	29	34.5	SD	60	Medium Low	2
46	30.5	34.5	SD	22	Medium Low	3
25	44	42.5	SD	17	Low	1
29	42	51	D	34	Low	1
35	43	41	A	48	Low	2
37	47	47	A	35	Low	1
41	36.5	46	A	40	Low	2
42	49	39	A	26	Low	1
43	39	42.5	SA	32	Low	1
48	45	50	SA	61	Low	1
49	48	44	SA	47	Low	1
50	53	53	SA	54	Low	1
51	51	49	SA	49	Low	1
52	50	48	SA	59	Low	1
53	52	52	SA	33	Low	1

SA = Strong Agreement, A = Agreement, D = Disagreement, SD = Strong Disagreement

Type 1 = Journalistic skills needed by advisers
Type 2 = Advising skills needed to develop journalistic skills within students
Type 3 = Advising skills not specifically journalistic in nature

12. ability to recruit the wide range of talents needed for the publication, business as well as editorial.

13. ability to develop and use business-like approaches to production flow (such as staff handbook with job descriptions, string books of clippings, critiqued issues, record of amount published by each student, files, list of news sources, posting typos and errors).

2. NEWS JUDGMENT, NEWS GATHERING AND NEWS WRITING

Seven of the nine statements in this group are Type 2, advising skills needed to develop journalistic skills within students; one is Type 1 and one is Type 3.

Within this grouping, advisers need:

1. ability to advise students how to gather news as reporters.
2. ability to advise students in writing straight news stories.
3. ability to advise students in writing a strong news story lead.
4. ability to advise students in effective interviewing and posing of pertinent questions.
5. ability to spot common pitfalls in student newspaper writing. (Type 3)
6. ability to write a straight news story. (Type 1)
7. ability to advise students in news judgment, including determinants of news.
8. ability to advise students in proper techniques for covering, reporting and writing news stories of speeches.
9. ability to advise students in writing interpretive news stories.

3. INTERPERSONAL RELATIONS WITH PERSONS OTHER THAN THE PUBLICATIONS STAFF

Three Type 3 needs, advising ability not specifically journalistic in nature, are included in this group, all rated high by at least one group in the surveys.

1. ability to deal with other teachers, the principal, the board of education, parents, suppliers and other persons.
2. ability to assess the advising situation, including attitudes of the principal and other administrators.
3. ability to function as liaison with the administration for an understanding of the ethics and responsibilities of a free student press.

4. PRODUCTION TECHNIQUES

Three needs in this classification were Type 1, journalistic skills of the adviser. Only one was rated high enough to be retained for developing principles.

1. knowledge or skill in the production techniques of the publications he or she advises.

5. PHOTOJOURNALISM

Three needs in photography or photojournalism were rated; only one was rated sufficiently high to be retained:

1. ability to encourage and facilitate adequate photographic coverage of people and events for the publications he or she advises. (Type 2)

6. LAW THAT APPLIES TO STUDENT PUBLICATIONS

Two needs statements were rated, one a Type 1 or journalistic skill needed by the adviser and one a Type 3 or advising skill not specifically journalistic in nature, but in this case based on understanding of journalistic information.

1. to understand communication law and recent court decisions in order to advise students about potentially actionable material. (Type 1)
2. to understand communication law in order to prevent censorship of the publication and to support freedom to publish. (Type 3)

7. EDITING TECHNIQUES, INCLUDING HEADLINE WRITING AND PUBLICATION DESIGN

One Type 1 and five Type 2 needs were included under this heading; four were retained.

1. ability to advise students in editing copy for meaning, interest, accuracy, length, correctness and conciseness. (Type 2)
2. ability to advise students in effective makeup and layout or design. (Type 2)
3. ability to advise students how to write journalistically correct headlines for news, features and other types of stories and for editorials. (Type 2)
4. Ability to advise students in editing opinion pages. (Type 2)

8. FINANCE AND ADVERTISING

Two Type 2 and one Type 3 needs were included under this heading. All three were rated sufficiently high to be kept under consideration in developing the principles and the model.

1. ability to advise students in successful financing of the publication to maintain solvency or fiscal stability (including circulation, advertising, budgeting, billing and collecting). (Type 2)
2. ability in financing the publication, including budgeting, selling subscriptions and copies, invoicing, collecting accounts receivable and controlling expenses. (Type 3)
3. ability to advise students in selling advertising, servicing advertising accounts, writing effective advertising copy and making effective advertising layouts. (Type ?)

9. WRITING, OTHER THAN NEWS

Four Type 2 and two Type 1 needs were grouped into this general writing classification. Four of the six were retained for developing principles and the model.

1. ability to advise students in writing editorials. (Type 2)
2. ability in editorial writing. (Type 1)
3. ability to advise students how to write picture captions or cutlines. (Type 2)
4. ability to advise students in writing and editing opinion columns. (Type 2)

10. GENERAL AND MISCELLANEOUS NEEDS

Five Type 1 needs considered to be relatively unimportant in advising and relatively unrelated to student publications were included in the survey to gauge the respondents' values of them in relation to the other needs. All five were rated low and were eliminated from further consideration in developing principles and the model.

Needs not presented to advisers for rating were solicited in an open end question that asked respondents to "list three difficult or typical problems you have encountered as a publications adviser." Nearly all the problems listed matched or were closely related to needs that had been stated on the instrument. Four items that had not been stated were added for consideration even though they had been mentioned by few persons: maintaining staff interest through the year (mentioned by 13 of 131 advisers), student body disinterest in publications (6), inadequate facilities and/or equipment (5) and grading and evaluating student work (5).

Advisers and professors were asked to rate the best way of nine for a person with little or no pre-service training to undertake in-service preparation to become an effective adviser. Advisers clearly rated highest "participate in an on-campus residential summer publications workshop," which professors rated second. Advisers rated second "take an in-service course at a university that teaches journalism," which professors rated first. There was a big drop-off between second and third place ratings. Advisers rated third "visit local newspapers and printers for information and advice" and professors rated third "participate in state scholastic press association conventions." Asked to rank the order of importance of six sources that had "been most helpful to you in your experience as an adviser," advisers ranked "persons" first, "workshops" second and "books or magazines" third and professors ranked "courses" first, "persons" second and "workshops" third.

2. Developing Principles

Principles for advising publications and for training publications advisers were implied by the needs statements rated by respondents in the two surveys. The abilities and understandings rated as needs also imply proper activities of effective advisers and competencies in which advisers should be trained. The ratings suggest the relative importance of the needs and their implied principles. In addition to principles for training advisers, an effective model requires principles of practicality of the training situation and suggested learning activities for training advisers. These were drawn from suggestions from other studies, conventionally accepted instructional techniques and personal, professional experience.

Principles relating to competencies to be developed. Forty needs statements were grouped to form 11 statements of principles to be presented to the jury of experts for validation. Each principle contained from one to nine needs statements. The relative rankings and ratings of the individual statements were taken into account in ordering the principles from most important to least important and the principles were presented in that order of importance to the expert jurors.

Principles of practicality of the training situation. Development of principles of practicality of the training situation involved a combination of presenting the expert jury with open end questions about the length of training plus a number of statements to be rated. These latter concerned types of programs that would be effective and practical, activities that should be attempted in a training situation and principles to be followed in planning and organizing a training situation.

Learning activities for training advisers. Fourteen generally accepted learning activities and several competencies they could help to develop were submitted to the expert jury for rating.

Selection of the expert jury. In order to select the expert jury systematically, the investigator established minimal criteria. The base criterion was that jurors must have had published monographs or articles in scholastic press magazines in the preceding five years and in addition, at the time of the study, be (1) an officer or immediate past officer of a national journalistic organization that deals with advisers or student publications or (2) a member of an editorial advisory board of a periodical in the student publications field or (3) an active director of a workshop or training program for school publications advisers or (4) in charge of research projects dealing with advising or school publications.

A list of all authors of articles dealing with student publications for the five years 1971-1975 in Bulletin of the Columbia Scholastic Press Advisers Association, Communication: Journalism Education Today, Journalism Educator, Quill and Scroll, Photolith, Scholastic Editor and The School Press Review was compiled. During this five-year period, 358 persons wrote or were co-authors of articles in the seven periodicals. Breadth was considered more important than number of articles published in selecting the jury, so persons who had been most widely published among the seven periodicals were given the most serious consideration in choosing jurors.[18]

In order to assure a minimum of 10 participants and to give broad representation to the jury, 14 persons were selected for the panel. These persons were:

Wayne Brasler, publications adviser, University of Chicago High School
Rod Vahl, journalism teacher and adviser, Central High School, Davenport, Iowa
Charles E. Savedge, publications adviser, Augusta Military Academy, Fort Defiance, Va.
Dr. Laurence R. Campbell, director of Quill and Scroll Studies, Tallahassee, Florida
Bill Ward, director of journalism, Southern Illinois University at Edwardsville
Molly Wiseman, journalism teacher and adviser, DeKalb (Ill.) High School
Dr. William F. Dean, director of student publications, Texas Tech University
Richard P. Johns, executive director, Quill and Scroll Society, Iowa City, Iowa
Mary Benedict, director, High School Journalism Institute, Indiana University
Dr. John A. Boyd, journalism professor and yearbook adviser, Indiana State University
Elaine H. Pritchett, publications adviser, North Harris County College, Texas
Ruth Rockefeller, publications adviser, Willits (Calif.) High School
Dr. Max R. Haddick, director of journalism, Interscholastic League of Texas, Austin
Dr. Louis E. Ingelhart, chairman, Journalism Department, Ball State University, Indiana

3. Validation of Principles by the Expert Jury

Each juror received by mail a six-page instrument. On five pages were three sections, one of 11 statements of principles relating to competencies to be developed to be rated on a four-point Likert-type scale, another dealing with principles of the practicality of the training situation in 19 items and the third stating 14 combinations of learning activities to be rated on a four-point Likert-type scale. At the outset of the study a minimum criterion had been set that a principle to be used in developing the model must be rated of moderate or great importance by one-half of the jurors responding. Ratings of moderate or great importance were to be interpreted as validation of that principle by that respondent.

Instruments, cover letters and a business reply envelope were mailed October 4, 1976. After appropriate follow-up, the fourteenth reply was received November 23, 1976.

Principles relating to competencies to be developed. All 11 principles in this section were validated and all were rated at least moderately practical. The jurors' rankings of these principles were substantially

different from the rankings based on the survey of advisers. The jurors exhibited a greater bias toward journalistic principles and away from some immediate and practical concerns advisers, particularly those who are less prepared, view as greatly important.

The principles and the competencies under them are reported here in rank order of the expert jury's rating of their importance. The median of all ratings is presented as the score for importance and practicality, with 4.000 the highest possible score and 1.000 the lowest possible. The number before each statement is its rank by importance. Rank by practicality is presented after the practicality score.

Principles Relating to Competencies to be Developed

1.5 (tie). Advisers should be trained to advise students in news judgment, news gathering and news writing. Importance: 4.000 (unanimous agreement of great importance). Practicality: 4.000 (unanimous agreement of very practical); Rank 1.

Competencies under this principle include ability to:

a. advise students how to gather news as reporters
b. advise students in writing straight news stories
c. advise students in writing strong news story leads
d. advise students in effective interviewing and posing of pertinent questions
e. spot common pitfalls in student journalistic writing
f. write a straight news story
g. advise students in news judgment, including determinants of news
h. advise students in writing interpretive news stories
i. advise students in proper techniques for covering, reporting and writing news stories of speeches and meetings.

1.5 (tie). Advisers should be trained to advise students in editing techniques, including headline writing and publications makeup or layout. Importance: 4.000 (unanimous agreement of great importance). Practicality: 3.909; Rank 2.

Competencies under this principle include ability to:

a. advise students in editing copy for meaning, interest, accuracy, length, correctness and conciseness
b. advise students in effective makeup and layout or design
c. advise students how to write journalistically correct headlines for news, feature or other types of stories and for editorials
d. advise students in editing opinion pages

3.5 (tie). Advisers should be trained in basic law that applies to student publications. Importance: 3.917. Practicality: 3.722; Rank 5 (tie).

Competencies under this principle include ability to:

a. advise students about potentially actionable material
b. advise those who would infringe upon student press freedom about basic student rights

3.5 (tie). Advisers should be trained to help students implement journalistic principles without violating First Amendment rights of students. Importance: 3.917. Practicality: 3.250; Rank 9.

Competencies under this principle include ability to:

a. encourage students to accept responsibility with only enough supervision to avoid outright failure
b. advise concerning but avoid writing or editing copy

5. Advisers should be trained in interpersonal relations with persons other than the publication's staff members. Importance: 3.864. Practicality: 3.357; Rank 7.

Competencies under this principle include ability to:

a. deal with other teachers, the principal, the board of education, parents, suppliers and other persons.
b. assess the advising situation, including attitudes of the principal and other administrators
c. function as liaison with the administration for an understanding of the ethics and responsibilities of a free student press.

7 (tie). Advisers should be trained in production techniques of the publications they advise. Importance: 3.800. Practicality: 3.722; Rank 5 (tie).

Competencies under this principle include ability to:

a. advise students in successful financing of the publication to maintain solvency or fiscal stability
b. finance the publication, including budgeting, selling subscriptions or copies, invoicing, collecting accounts receivable and controlling expenses
c. advise students in selling advertising, servicing advertising accounts, writing effective advertising copy and making effective advertising layouts.

7 (tie). Advisers should be trained in interpersonal relations with the publication's staff, including providing leadership and reflecting mutual respect as carried on in recruiting, training, organizing and supervising the staff. Importance: 3.800. Practicality: 3.333; Rank 8.

Competencies under this principle include ability to:

a. plan ahead to meet production and publication schedules
b. encourage the staff to meet deadlines and production schedules
c. inspire confidence within the students
d. train the staff for their respective jobs under existing conditions, class period or after-school-only sessions
e. work with students to jointly establish standards of student work that will be expected for the publication
f. organize the staff and assign jobs with clear descriptions
g. recruit the wide range of talents needed for the publication, business as well as editorial
h. develop and use business-like approaches to production flow

9. Advisers should be trained to encourage and facilitate photojournalistic reporting by staff members of the publications they advise. Importance: 3.778. Practicality: 3.188; Rank 10.

10. Advisers should be trained to advise students in writing, other than news, for student publications. Importance: 3.722. Practicality: 3.800; Rank 3.

Competencies under this principle include ability to:

a. write editorials
b. advise students how to write picture cutlines or captions
c. advise students how to write editorials
d. advise students how to write and edit opinion columns

11. Advisers should be trained to evaluate student abilities. Importance: 3.375. Practicality: 2.929; Rank 11.

Competencies under this principle include ability to:

a. identify students with initiative, imagination and willingness to cooperate
b. evaluate existing and prospective staff members
c. assess the talents of the staff and start training where the students are

The jury's ranking were accepted for purposes of developing the training model.

Principles of practicality of the training situation. A variety of items was presented to the jury in this section to develop information about length, enrollment and effectiveness of training programs, advice about learning activities and guidelines for planning and organizing training programs.

Medians used in analysis as the appropriate measure of central tendency, indicated that the jury recommended that under the best possible conditions about 41.5 hours of group instruction should be involved in a training program for advisers, not including individual study and practice outside of group meetings. The jury agreed that the number of hours of group instruction in a training program for advisers should be fewer than recommended only if deemed necessary to increase its accessibility to advisers who can most benefit from it.

If the training program is presented as a residential workshop, it should last 12 to 15 days, according to the jury. If it is presented as an in-service course after school or on weekends, 15 sessions each of about two hours' duration are recommended by the jury. As a mini-course in summer session or inter-session, a Saturday program on a main or branch campus or a half-time (morning only or afternoon only) program in summer session, the panel recommended 12 sessions of about three hours each.

Enrollment in a training program for advisers should be about 15 for greatest effectiveness, according to the jury, but enrollment need not be limited if there are sufficient leaders and resources.

Fourteen activities that advisers should have the opportunity to perform or practice in a training situation were presented for a rating on a sale from 1 to 4, assuming that not all can be offered in a typical training situation. The ranks and median scores were:

1. News gathering (4.000; unanimous agreement)
2. News writing (3.962)
4. Interviewing (3.800)
4. Headline writing (3.800)
4. Layout/design/makeup (3.800)
6. Feature writing (3.778)
7. Interpretive news writing (3.500)
8. Editorial writing (3.400)
9. Photography (3.357)
10. Caption/cutline writing (2.900)
11. Paste-up of camera ready copy (2.833)
12. Column writing (2.100)
13. Operating typesetting machines (1.700)
14. Using video display terminals (1.500)

Ten statements of principles that can help plan and organize or operate a training program were rated by the jury. There were three tied pairs among the 10. The principles, in rank order, and scores of their importance, are:

Training Situation Principles

1.5 (tie). A training program for advisers should be of adequate duration to deal with essential needs of the participating advisers. (4.000; unanimous agreement)

1.5 (tie). Training programs for advisers should be led by persons who are in touch with and understand advisers' practical problems. (Some professors and advisers may not.) (4.000; unanimous agreement)

3. An effective training program must deal with needs felt by advisers as well as professional needs of which the advisers may be unaware. (3.917)

4. The meeting place for the training program should be large enough to allow for variety of activity: breaking into small groups, reading available materials, typing exercises and projects, and performing writing, editing and other journalistic functions. (3.800)

5.5 (tie). A training program for advisers should provide knowledge of resources and encouragement for advisers to pursue individual study in areas of their needs after the training program has concluded. (3.722)

5.5 (tie). In terms of time commitment required, nearness to home and cost involved, a training program should be easily accessible to advisers who can benefit from it. (3.722)

7. A variety of instructional techniques should be employed in order to facilitate learning in the most effecient, effective and practical manner. (3.625)

8.5 (tie). A variety of learning resources should be made available to allow for advisers' individual differences and learning preferences. (3.250)

8.5 (tie). Auxiliary or support facilities and services, such as library, copy service and book store, should be available to participants in a training program. (3.250)

10. A variety of resource persons with varied backgrounds and areas of expertise should be used to present and lead different portions of the training program. (2.833)

All 10 statements were rated as valid by the criteria established at the outset of the study.

Learning activities for training advisers. Fourteen learning activities were presented to the jury for rating as to importance on the same four-point Likert-type scale that was used throughout the instrument. After each description of the learning activity or combination was a list of competencies for which development could be begun by using that technique or combination. The activities are given below in rank order followed by the score of importance in parentheses:

Learning Activity Preferences

1. Discussion followed by laboratory practice. (3.962)
Competencies for which development can be begun in this way include news gathering as reporters, interviewing, editing and writing news stories.

2.5 (tie). Straight presentations of talks, demonstrations, film, tape, slides, etc., followed by practice in the skill presented. (3.800)
Competencies include knowledge of and skill in production techniques, techniques for covering, reporting and writing news stories, planning production schedules based on knowledge of production techniques, knowledge of and skill in makeup and layout, ability in editing and ability to interview and pose pertinent questions.

2.5 (tie). Coverage of a real event. (3.800)
A competency is writing a story about a public speech or an actual news event.

4. Combination of straight presentation, slides, discussion and practice in the skill presented. (3.722)
A competency is writing picture cutlines or captions.

6 (tie). Simulation. (3.500)
Competencies include interviewing, makeup and layout, interpersonal relations, pasting up camera ready copy, selling advertising, writing advertising copy, staff selection, working with the principal and negotiating a printing contract.

6 (tie). Problem inventory of issues involved and possible problems or consequences stemming from them. (3.500)
A competency is ability to encourage students to accept responsibility with only enough supervision to avoid outright failure.

6 (tie). Individual study materials or packets. (3.500)
Competencies include news judgment, production techniques, understanding of legal decisions and production planning

8. Seminar approach that involves skillfully led discussion that draws out problems and leads to possible solutions. (3.357)
Competencies include ways to encourage the staff to meet deadlines and production schedules, to identify reliable and talented students for staff positions, to recruit students with talents needed on the editorial and business staffs and to train staff members for their respective jobs.

9. Handouts accompanied by discussion and followed by practice in the competency being presented. (3.286)
Competencies include spotting common pitfalls in student journalistic writing, writing a news story from a fact sheet and writing journalistically correct headlines.

10. Examples presented orally or through handouts followed by discussion. (3.250)
Competencies include ability to evaluate staff members, ability to organize the staff and assign jobs with clear descriptions, ability to encourage and facilitate adequate photographic coverage for the publications, ability in financing the publications and ability to assess the attitudes of the principal and other administrators and the overall advising situation.

11.5 (tie). The case study method involving oral or written description of a practical situation followed by discussion. (3.167).
Competencies include ability to deal with other teachers, the principal, the board of education, parents, suppliers and other persons; ability to give advice to students but to avoid writing or editing their copy; ability to assess the talents of the staff and start where the students are when training them; and ability to deal with legal principles and decisions.

11.5 (.ie). Slides or charts accompanied by analysis and discussion. (3.167)
Competencies include encouraging quality in publications photography, designing effective page and spread layouts, editing effective opinion pages and generating numerous ideas for feature and interpretive news stories.

13. Discussion with high school students followed by a critique. (3.071)
A competency is ability to work jointly with students to establish standards of student work that will be expected for the publication.

14. Advisers' exchange of their own experiences with their students. (3.000)
A competency is developing within students skill in interviewing and the posing of pertinent questions.

All 14 suggested learning activities were rated as valid by the jury according to the criteria established at the outset of the study. The jurors clearly favored practice by trainees over discussion among them.

The Model

The final steps of developing the model consisted primarily of ordering components of a training situation into logical and practical groupings and sequences. Because content to be taught to develop competencies needed by advisers and learning activities that are appropriate in teaching that content go together so closely, they are presented together in the model. Principles that relate to the practicality of the training situation are presented separately. Priorities indicated by the ratings and recommendations of the expert jury were followed closely, although discrepancies between those recommendations and the ratings of needs by less prepared advisers were considered in developing the final form of the model.

The model is a representation of the components deemed most necessary to be used in training programs for advisers and is not a specific plan or program that a program director could follow in detail in a given situation. The model is intended to be highly flexible so that it can be adapted to numerous training situations under widely varied circumstances. This is a verbal model and some length of presentation is involved, but a schematic representation of the model is presented on the following page to give readers an overview and help them piece the entire model together.

Content and learning activities. The instructional components or content to be learned to develop competencies are the heart of the model and are presented first in their order of importance.

In general the panel of experts, the advisers and the professors consulted in this study believe that advisers should be able to perform the competencies they are trying to develop within their students and that ability in these is necessary before one can develop them in other persons. Although this is not necessarily wholly true, it generally applies, and throughout the model there is an assumption that an adviser should become skilled in the competency he or she will develop in students in addition to developing the ability to advise students in that competency. Consequently, specific abilities or competencies are discussed with the understanding that advisers would develop both skill in them and skill in advising students in them. Also throughout this model the suggested learning activities do not exhaust the possibilities but are only selected examples, drawn largely from the list rated by the expert jury.

I. NEWS JUDGMENT, NEWS GATHERING AND NEWS WRITING

Competencies to be developed in this component include (a) news gathering (reporting), (b) writing news stories, (c) writing news story leads, (d) interviewing technique, (e) news judgment, (f) covering speeches and meetings and (g) writing interpretive news stories.

Writing interpretive news stories (g) probably cannot be developed in a short-term training situation and should be broken out as a separate unit, be omitted from the training program or be introduced along with sources that advisers can use to study this area of journalism individually after the training program has concluded.

Appropriate learning activities for the skills in news judgment, news gathering and news writing include:

(a) News gathering or reporting: discussion followed by laboratory practice.

(b) Writing news stories: discussion followed by laboratory practice and handouts accompanied by discussion and followed by practice in news writing.

(c) Writing news story leads: The same techniques used for writing news stories plus straight presentations of talks, demonstrations, film, tape, slides, etc. followed by practice in the skill presented.

MODEL FOR SHORT-TERM TRAINING OF HIGH SCHOOL PUBLICATIONS ADVISERS

INSTRUCTIONAL COMPONENTS (CONTENT)

1. News Judgment, News Gathering, News Writing
   a. Nature of news; judgment
   b. News gathering (reporting)
   c. News writing
   d. Interviewing techniques

2. Editing and Design
   a. Copy editing (copyreading)
   b. Headline writing
   c. Makeup, layout, design
   d. Editing opinion pages
   e. Titles, subheads, blurbs

3. Professional Practices
   a. Adviser does not write, edit
   b. Supervision sufficient only to avoid outright failure
   c. Protecting news sources
   d. Unidentified sources
   e. Anonymous letters to editor
   f. Two-source rule
   g. Staff not sources
   h. Reporters not involved in events they cover
   i. Use of published material as news tips, rewrite copy
   j. Reporter not his own source

4. Law of Student Publications
   a. First Amendment
   b. Student press and rights decisions
   c. Libel
   d. Privacy
   e. Copyright

5. Relations with Persons Not on Staff
   a. Teachers, administrators, board
   b. Parents, patrons, suppliers
   c. Liaison with administration
   d. Student body disinterest
   e. Negotiating supply contracts
   f. Assuring equipment, facilities

6. Production Techniques
   a. Composition methods
   b. Pasteup
   c. Copy fitting
   d. Photo scaling

7. Business and Finance
   a. Budgeting
   b. Promotion
   c. Raising funds
   d. Record keeping

8. Advertising
   a. Advertising principles
   b. Advertising design
   c. Advertising copy writing
   d. Servicing advertising accounts

9. Relations with Staff
   a. Recruiting
   b. Training
   c. Organizing
   d. Supervising
   e. Setting standards
   f. Evaluating student abilities

10. Photojournalism
    a. Facilitating adequate coverage
    b. Editing & cropping photos

11. Writing, Other than News
    a. Editorials
    b. Cutlines or captions
    c. Opinion pieces and columns
    d. Features

PRACTICAL CONSIDERATIONS (CONDITIONS)

1. Adequate Duration
   a. To deal with essential needs of participating advisers

2. Leadership
   a. Persons in touch with advisers' practical problems
   b. Variety of resource persons with varied backgrounds and areas of expertise

3. Needs
   a. Deals with felt as well as real, professional needs

4. Facilities
   a. Meeting place large enough to allow for variety of activity
   b. Support facilities, e.g., library, copy service, book store

5. Accessible in terms of
   a. Time commitment
   b. Nearness
   c. Cost

6. Instructional Techniques
   a. Varied to facilitate maximum learning
   b. Selected to encourage and facilitate future individual learning

7. Resources
   a. Variety to allow for individual differences and preferences

8. Form
   a. Most appropriate for circumstances, recognizing relative effectiveness

9. Enrollment
   a. Properly apportioned in relation to leaders and resources

(d) Interviewing technique: straight presentations followed by practice in interviewing, simulation of a news interview, discussion followed by laboratory practice, or advisers' exchange of their own experiences with their students.

(e) News judgment: individual study materials or packets, straight presentations followed by practice in news judgment.

(f) Covering speeches and meetings: straight presentations followed by practice in covering a speech or meeting and coverage of a real event (speech or meeting).

(g) Writing interpretive news stories: slides or charts accompanied by analysis and discussion and followed by practice in interpretive news writing can be used. Discussion followed by laboratory practice also could be used.

2. EDITING TECHNIQUES, INCLUDING HEADLINE WRITING AND MAKEUP OR LAYOUT

Competencies to be developed in this component include (a) editing copy for meaning, interest, accuracy, length, correctness and conciseness, (b) effective makeup, layout and design, (c) writing journalistically correct headlines for news, feature and other types of stories and for editorials and (d) editing opinion pages.

Appropriate learning activities include:

(a) Editing copy: discussion followed by laboratory practice, straight presentations followed by practice in editing and handouts of stories to be edited accompanied by discussion and followed by practice in editing those stories.

(b) Effective makeup, layout and design: straight presentations including demonstrations or slides of layouts followed by practice in makeup or layout, combination of straight presentation, slides, discussion and practice in makeup or layout, simulation by pasting up dummy pages, slides or charts accompanied by analysis and discussion.

(c) Headline writing: handouts of stories to have heads written for them accompanied by discussion and followed by practice in headline writing, presentation of examples of effective headlines followed by discussion and straight presentation followed by practice.

(d) Editing opinion pages: slides or charts of example opinion pages accompanied by analysis and discussion. One reason this method is suggested is that in a short-term training program there is unlikely to be adequate time to develop this skill, and this method can be used to introduce its most important characteristics, techniques and considerations in a limited amount of time.

The act of editing copy in the laboratory situation, presented under (a) above, should also help to develop the ability to spot common pitfalls in student journalistic writing. To develop this specific ability more fully, training program leaders can distribute sample student papers to participating advisers for them to correct or evaluate. This exercise also can be used in connection with developing ability to evaluate student abilities, which was ranked last among advising skills by the expert jury and which is presented as the sixth item in Component 9, Relations with Staff Members.

3. PROFESSIONAL PRACTICES

Competencies, abilities or attitudes to be developed within the professional practices component include (a) giving advice but avoiding writing or editing copy for students or student publications, (b) encouraging students to accept responsibility for their publications by providing only enough supervision to avoid outright failure and (c) being knowledgeable in and helping students understand practices of professional journalism, some of which are not unanimously agreed upon by professional journalists. Examples of these include confidences and protecting news sources, using news from unidentified sources, publishing anonymous letters to the editor, the two-source rule, the staff not being sources for news stories, reporters not covering events in which they are involved, appropriate use of material published elsewhere as news tips or rewrite copy, and reporters not being their own news sources. Other concerns contained in the "Statement of Principles" of the American Society of Newspaper Editors or the "Code of Ethics" of the Society of Professional Journalists, Sigma Delta Chi, can be introduced as deemed appropriate by advisers and training leaders.

Potentially effective learning activities for developing skill in and understanding of professional practices include:

(a) Giving advice but avoiding writing or editing copy: case study method involving oral or written descriptions of practical situations followed by discussion, examples presented orally or through handouts followed by discussion, seminar approach that involves skillfully led discussion that draws out problems and leads to possible solutions, discussion with high school students followed by a critique and simulation of situations in which advising is of great importance and the tendency to edit copy for students likely would be great.

(b) Encouraging students to accept responsibility with only enough supervision to avoid outright failure: problem inventory of issues involved and possible problems or consequences stemming from them, and all of the techniques listed for (a) above. Both topics could be developed simultaneously as long as sufficient attention was given to both.

(c) Practices of professional journalism: straight presentations could be useful here, although it would be difficult to follow them with practice in the competencies or professional tenets presented.

The seminar approach, the case study method and simulation of situations in which these professional practices apply all could be useful.

4. LAW OF STUDENT PUBLICATIONS

Advisers should know and understand basic law that applies to student rights and student publications so they can (a) advise students about potentially actionable material that they have under consideration for publication and (b) advise persons who would infringe upon student press freedom about basic student rights. These two competencies can be developed simultaneously and involve understanding of the First Amendment to the Constitution of the United States, recent court decisions regarding student rights and student press rights, libel, privacy and copyright.

Obscenity often is a popular legal topic, but its likelihood in a student publication is so remote that it should not rate high. More likely an adviser will think something is obscene when by legal defini- it is not. Briefing in the state law on obscenity, if it meets the United States Supreme Court guidelines, might be useful but not a time-consuming consideration.

A useful method in developing ability to deal with legal principles and decisions and to understand and advise about basic student press law is the case study method. Other methods that could be useful include individual study materials or packets, such as case decisions by the U.S. Supreme Court, Ashley's Say It Safely or Trager's Student Press Rights, straight presentations on legal principles and cases, problem inventory of issues involved and possible problems or consequences stemming from them, examples presented orally or through handouts followed by discussion, advisers' exchange of their own experiences with legal problems or potential legal problems with their students, or simulation of real or hypothetical situations containing legal implications.

5. RELATIONS WITH PERSONS OTHER THAN STAFF MEMBERS

Six general competencies come under this component: (a) dealing with other teachers, the principal, the board of education, parents, suppliers and other persons, (b) assessing the advising situation, including the attitudes of the principal and other administrators, (c) functioning as liaison with the administration for an understanding of the ethics and responsibilities of a free student press, (d) dealing with student body disinterest in publications, (e) assuring adequate facilities and equipment, most likely through administrative support, and (f) negotiating contracts or buying printing, photographic services, supplies and equipment.

A basic learning activity that is useful in developing all six of these is simulation of situations involving these contacts. Three other useful techniques are examples presented orally or through handouts followed by discussion, case studies and advisers' exchange of their own experiences.

6. PRODUCTION TECHNIQUES

How far a training program goes into production techniques may depend upon a problem inventory of the participating advisers and the availability of materials and equipment for them to use. Copy (type) fitting and photo scaling can be introduced in very short periods of time, but almost inevitably someone

in a training group will have difficulty understanding the concepts or working out the simple mathematics involved. Brief straight presentations to the group followed by answering advisers' questions and practice of the skills is recommended. Follow-up can be handled with individual study materials and a small group conference or help session when group instruction time is not scheduled.

If composing machines are available, advisers should be given introductory hands-on experience along with advice about how to control waste materials and time by their students, who may become so fascinated with the machines that they use valuable production time and supplies for personal amusement. Advisers, too, can become so interested that they prefer to spend time on the machines rather than solve more important advising and publications problems.

Introduction to composition can be made by straight presentations of talks, demonstrations, film, tape, slides, etc. followed by practice in composing. Another method for presenting composition methods is combination of straight presentation, slides, discussion and practice in composing.

Pasteup or preparation of mechanicals is common to offset newspapers and magazines and can be introduced through a straight presentation of a talk and demonstration followed by practice in pasteup. If actual composition is not available, bogus type can be used to simulate a page or spread for a publication, following a talk and demonstration. Similarly, advisers could be provided individual study materials or packets to do simulated or actual pasteups outside of scheduled group instruction.

7. BUSINESS AND FINANCE

The adviser should be able to advise students in the successful financing of the publication to maintain solvency or fiscal stability, including (a) budgeting, (b) promotion, (c) selling subscriptions or copies, (d) invoicing, (e) collecting accounts receivable, (f) controlling expenses and (g) raising funds through auxiliary projects.

Each item should receive proper attention in the training situation. Because of the interrelatedness of many of these items, they need not and perhaps can not be presented or learned singly. Also because of the similarity among these items, learning activities can be essentially the same for all seven. Examples presented orally or through handouts reinforced by discussion, advisers' exchange of their own experiences with their students, individual study materials or packets dealing with specific problems advisers face and simulations of situations in promotion and selling subscriptions or copies.

8. ADVERTISING

Although some publications do not sell advertising and their advisers may be reluctant to spend time learning about it, a case can be made for understanding advertising in the event it becomes necessary for adequate income, for knowing something about it when students seek information about advertising principles, practices or careers, or if the adviser moves to a school where advertising is sold.

The four major areas of advertising are (a) advertising principles, (b) advertising design, (c) advertising copy writing and (d) servicing advertising accounts.

The barest essentials of advertising principles for student publications can be presented in a limited amount of time by a straight presentation, such as a talk, demonstration, film, tape, slides, etc. followed by discussion and practice in generating advertising ideas for potential advertisers and their products and services. The case study method could be used, although it may take more time than can be made available in a short-term training situation.

Whether design should precede copy writing and vice versa can be decided by individual program planners. In either event, advisers should undertake some practice in both, and both advertising design and advertising copy writing can be developed through straight presentations followed by practice, examples presented through handouts followed by discussion, simulation of the complete chain of events from generating advertising ideas, selling the ad to the client and designing and writing the ad, and advisers' exchange of their own experiences with their students in selling, designing and writing advertising.

Servicing advertising accounts, apparently one of the most neglected facets of student advertising according to responses to the advisers' and professors' surveys, can be presented by straight presentations, simulations, case studies and advisers' exchange of their own experiences with their students.

9. RELATIONS WITH STAFF MEMBERS

This is one of the broadest ranging groups of skills and abilities, but these skills are related and development of competence in once can help develop competence in others. This area is the heart of advising, providing leadership while reflecting mutual respect in carrying out the advising process with the students.

Abilities in this component include (a) planning ahead to meet production and publication schedules, (b) encouraging the staff to meet deadlines and production schedules, (c) training the staff for their respective jobs, (d) working with students to jointly establish standards of student work that will be expected for the publication, (e) organizing the staff and assigning jobs with clear descriptions, (f) recruiting the wide range of talent needed for the publication, business as well as editorial, (g) developing and implementing business-like approaches to production flow, (h) maintaining staff interest throughout the year and (i) evaluating student abilities.

Potentially effective learning activities for the skills in interpersonal relations with staff members include:

(a) Planning ahead to meet production and publication schedules: straight presentations followed by practice and individual study materials or packets. This skill builds upon knowledge of production techniques and is closely related to it.

(b) Encouraging the staff to meet deadlines and production schedules: a seminar approach that involves skillfully led discussion that draws out problems and leads to possible solutions, examples presented orally or through handouts followed by discussion, discussion with high school students followed by a critique, and advisers' exchange of their own experiences with their own students. A sample publications staff handbook can be a vehicle to present information about practical advising situations, such as guidance for students to meet deadlines, and can help advisers to focus upon ways to face the situation in their own schools, even if they must revise the handbook to fit their own situations.

(c) Training the staff for their respective jobs: Here again situations will vary considerably among advisers participating in most training programs and the seminar approach can be useful, as can the advisers' exchange of their experiences. Articles or case descriptions about how other advisers have met their situations could be useful in individual study materials or packets.

(d) Working with students to jointly establish standards of student work that will be expected for the publication: discussion with high school students followed by a critique, and advisers' exchange of their experiences. If a group of high school students can be made available only once during a training program, this may be the most productive topic for them to address in their discussion. Questions from advisers could get them to respond to other situations, however, such as how to encourage students to meet deadlines and production schedules, giving advice but avoid writing or editing copy, encouraging students to accept responsibility with only enough supervision to avoid outright failure, ways to recruit students for the publication's staff and aspects of evaluating and grading students.

(e) Organizing the staff and assigning jobs with clear descriptions: examples presented orally or through handouts followed by discussion. Again student publications staff handbook could expedite introduction to this area, and advisers could revise an example organization chart and set of job descriptions to fit their own situations.

(f) Recruiting the wide range of talent needed for the publication: straight presentation, examples followed by discussion, slides or charts accompanied by analysis and discussion and advisers' exchange of their own experiences. A discussion with high school students also could devote some attention to recruiting.

(g) Developing and implementing business-like approaches to production flow: seminar approach and examples followed by discussion.

(h) Maintaining staff interest throughout the year: advisers' exchange of their own experiences with their students, straight presentation and examples followed by discussion.

(i) Evaluating student abilities: simulation of interpersonal and paper evaluation situations, problem inventory of issues involved and possible problems or consequences stemming from them, seminar approach, handouts of student papers accompanied by discussion and followed by practice in grading student work, examples followed by discussion, case study, discussion with high school students followed by a critique, and advisers' exchange of their experiences.

Evaluation of student abilities, which was ranked last by the expert jury, could be a separate component. Evaluation is inherent in recruiting, organizing, assigning jobs and participating in the process of selecting editors, and it can fit logically into this component. Evaluation could be dealt with under (e) and (f) above. The specific evaluation needs that were referred to advisers and professors for rating were ability to identify students with initiative, imagination and willingness to cooperate, to evaluate existing and prospective staff members and to assess the talents of the staff and start training where the students are. In addition, free answer responses suggested that evaluating and grading student work should receive attention.

In all nine items listed within this component, a straight presentation could be an effective learning activity.

10. PHOTOJOURNALISM

Advisers need to be able to encourage and facilitate photojournalistic reporting by staff members of the publications they advise, to encourage high quality in publications photography and to advise in proper editing or cropping techniques for photos.

Examples followed by discussion, case studies and straight presentations could be used to develop these abilities. In addition, slides of published photos accompanied by analysis and discussion can be used to encourage high quality in publications photography. Editing or cropping of photos was included under editing skills and is mentioned again here because of its importance to photojournalism.

11. WRITING, OTHER THAN NEWS

Although news writing and news editing are basic to all journalism, other kinds of writing are important in publications. Newspapers need opinion and feature pieces, and yearbooks are publishing more interpretive news and feature articles. The kinds of writing included under this component are (a) editorials, (b) picture cutlines or captions, (c) opinion pieces and columns and (d) feature stories.

Applicable to all these kinds of writing are discussion followed by laboratory practice, straight presentations followed by practice in the kind of writing being presented, handouts accompanied by discussion and followed by practice in the kind of writing being presented, and examples followed by discussion.

Slides of effective or imaginative examples of writing that have been published can be shown, accompanied by analysis and discussion, to give advisers numerous ideas for topics or subjects as well as graphic and writing approaches. In developing picture caption or cutline writing ability, a combination of straight presentations, slides, discussion and practice in writing cutlines or captions can be employed.

As activities to be included in a typical training situation, feature writing was rated far above column writing by the expert jury.

It is obvious that a short-term training program may be able to introduce all these components but could not develop adequate skill in each one. The problem of limited time is further emphasized when one considers that colleges and universities typically offer at least two news writing courses, one news editing course, one or two feature and magazine writing courses, one news editing course, a reviewing course and graphics courses. Add in the business, finance and interpersonal relations components and these training needs add up to more than a journalism major.

The most efficient use of time should be made in a short-term training situation without ridiculously abbreviating treatment of any single component. In some cases it would be better to omit certain components than to do educational disservice to them and to advisers attempting to improve their preparation for their positions.

Practicality of the training situation. Besides the content or skills to be learned and the activities to be used in instructing them, training program designers should consider practical aspects of the training situation. Nine of these were indicated in outline form on the chart on page 13. The ideal situation for training seldom exists, and frequently some conditions of the training situation cannot be controlled by the program designer or director. Also frequently the condition desired in one area must be sacrificed to gain a better condition in another area, resulting in compromise.

The practical considerations or conditions of the training situation previously were presented as "Principles of the Practicality of the Training Situation." They are discussed here again in somewhat different fashion, emphasizing guidelines that may apply to typical as well as ideal situations.

1. DURATION

The expert jury unanimously rated as very important the principle that a training program should be of adequate duration to deal with essential needs of the participating advisers.

The jury suggested an ideal median of 41.5 hours of instruction, which was only five hours more than its suggested 36 hours for a mini-course in summer session or on Saturdays and 10 hours more than the 31.5 hours suggested for an in-service course after school or on weekends.

For a residential workshop the jury recommended 12 to 15 days. It was not asked to indicate the amount of instruction during those days. Assuming three hours a day of instruction would yield 36 to 45 hours, or about the jury's ideal. Additional daily instruction, of course, would increase the time and exceed the ideal median.

It should be pointed out that although the jury recommended 15 sessions of two hours each for an in-service course, it later rated the expected effectiveness and practicality of an in-service program in a local school district below 2.500 or near a "little effectiveness" and "little practicality" rating. The effectiveness rating was 2.357 and the practicality rating was 2.313.

The jury also agreed that instruction in a training program for advisers could be reduced if deemed necessary to increase its accessibility to advisers who can most benefit from it. Although a shorter program may not be able to cover the full range of topics that has been suggested, a complete program that is inaccessible to advisers and therefore not attended by them can do no good for them. This is one of the major compromises that must be considered in planning training programs.

2. LEADERSHIP

(a) Tied for first among practical considerations was the need for qualified leaders who are in touch with and understand advisers' practical problems, followed by a note that some professors and advisers may not be so qualified. All of the jurors rated this as very important.

Leadership easily can become a program weakness. The person who plans the program often selects himself or herself to teach the program, and if he or she is not in touch with advisers' practical problems, the program can suffer. This weakness can be remedied if other resource persons are brought in to present portions of the training program, answer questions and deal with advisers' problems.

(b) Although not strictly leadership, closely related to it is the use of a variety of resource persons who have varied backgrounds and areas of expertise to present and lead different portions of the program possibly to strengthen the program. This practical consideration was ranked tenth among the 10 presented to the jury, but its 2.833 rating places it as moderately important.

Some very versatile advisers exist, but typically an adviser expert in writing, editing and design will be somewhat deficient in finance and advertising, and an adviser expert in raising money and selling ads will be somewhat weak in writing, editing and design. And some advisers are excellent at supervising staffs while others are not. A variety of resource persons, within financial limitations of the program's ability to bring them in, can capitalize on the strengths of these people while minimizing the weaknesses.

3. NEEDS

An effective training program must deal with needs felt by advisers as well as professional needs of which the advisers may be unaware. The jury rated this the third most important of the 10 principles with a 3.917 median score, with 12 jury members rating it very important and the other 2 rating it moderately important.

Because professors and jurors rated basic journalistic needs higher than advisers rated them, the relationship of professional needs to the needs that we rated higher by advisers should be made clear to participants in a training program. Competence in journalistic skills could substantially help to meet the needs advisers rate high, especially the one they rated highest, ability to plan ahead to meet production and publication schedules.

4. FACILITIES

(a) The meeting place should be large enough to allow for variety of activity, such as breaking into small groups, reading available materials, typing exercises and projects, and performing writing, editing and

other journalistic functions. The jury rated this 3.800, fourth among the 10 items, with 10 jurors rating it very important and the remaining 4 rating it moderately important.

(b) Auxiliary or support facilities, such as library, copy service and book store, are important and should be available to participants in a training program. This consideration tied for eighth among the jury's ratings at 3.250, with 8 rating it moderately important, 5 rating it very important and 1 rating it slightly important.

The jury's rating appears to be appropriate and realistic. In many instances, such support facilities will be unavailable or remotely available. For example, if a program is offered at a highway motor inn for commuting convenience of participants, copy service may be available but library and book store probably would not. Compensation for this limitation can be made by minimizing the need for copying, such as by making more handouts available or by offering to send participants copies later for a fee and by making some materials available for sale, such as reference or text books that they might find valuable and want to purchase. Other considerations clearly take priority over auxiliary or support facilities, yet consideration of them is of moderate importance.

5. ACCESSIBILITY

A training program should be easily accessible in terms of (a) time commitment, (b) nearness to home and (c) cost to advisers who can benefit from it.

The jury rated this 3.722, or very important, tied for fifth among the 10 items in this group. Training program designers over a period of time become aware of numerous reasons advisers offer for not attending programs they perceive as too expensive, too time consuming or too far from home as well as conflicting with vacation, school, family or other obligations. Different types of programs appeal to different types of persons. Some advisers thoroughly enjoy summer residential workshops on university campuses and will spend one to three weeks, or more, attending them. Other advisers see their family, community or other commitments as preventing them from taking more than two or three days of their time. Many want to avoid the expense of room and meals on a campus or at a motor inn. Some gravitate toward a weekly two or three hour session that spans 12 to 15 weeks, as long as it is within easy commuting distance of their homes.

Perhaps another note on accessibility should be mentioned. From the surveys it was clear that many advisers perceive one day conventions and meetings as "workshops" and believe that a day or so every year or two at a local, regional or state high school press day is sufficient activity to become a better prepared adviser and to keep in touch with the field. Valuable as many of these one-day and weekend meetings may be, they tend to be unsequenced, presented to large numbers of people in single sessions and most importantly seldom permit practice in the concepts or skills presented.

It would be inappropriate to attempt to discontinue high school press days or conventions or to reduce their accessibility, but some attempt is needed to persuade advisers that more effective training opportunities are available at little more investment in time, money or distance from home. Of course, those training opportunities must be designed and offered in connection with the attempt at such persuasion.

Lastly, advisers may recognize the limitations of the meetings they attend but rationalize that they need not participate in more rewarding or more effective programs because of the additional commitment required. The persuasive effort, therefore, may require changing attitudes or overcoming rationalizations, which usually is more difficult than persuading someone who holds no attitude or opinion on a subject.

6. INSTRUCTIONAL TECHNIQUES

(a) A variety of effective instructional techniques should be employed in order to facilitate learning in the most efficient, effective and practical manner.

The jury's 3.625 rating of this condition signifies it is very important and ranks it seventh among the 10 items rated. The jurors' ratings were 8 very important, 5 moderately important and 1 slightly important.

A variety of instructional techniques cannot be taken for granted. Each teacher seems to have a favorite technique or learning activity and to overuse it or use it to the exclusion of others. If a variety of techniques is to be assured, that must be built into the program design and should be based upon the resource materials and persons who will be involved in instructing the workshop as well as the content to be included and the participants who will be involved and their needs. A variety of learning activities should not be selected independently from the several other considerations involved in planning the total program.

Numerous learning activities have been discussed, but pat answers or recommendations are neither available not appropriate, although the jury's ratings of 14 learning activities have been reported to provide guidance to planners.

(b) Since not all skills, techniques and information can be learned in a short-term training program, advisers in such a training program should receive knowledge of resources and encouragement to pursue individual study in areas of their needs after the program has concluded.

The expert jury ranked this consideration in a tie for fifth with a 3.722 median score; 9 rated it very important and 5 rated it moderately important.

Often taken for granted in training programs in which numerous books, articles and other resources are mentioned, it does not necessarily follow that an adviser will follow with individual study after the conclusion of the training program. Ways of equipping advisers for further individual study and encouraging them should receive careful consideration from program planners when they are designing training programs. Many persons who participate in group training programs may not be inclined toward extensive or perhaps even adequate individual or independent study. Influences that can motivate advisers in that direction should be exerted upon the advisers.

7. RESOURCES

A variety of learning resources should be made available to allow for advisers' individual differences and learning preferences.

The jury rated this consideration or principle 3.250, tied for eighth, with 4 rating it very important, 8 moderately important and 1 slightly important.

In brief, a training program should provide the finest resources available within reasonable financial constraints. These include books, films, tapes, slide presentations, laboratory exercises, individual study packets, equipment for writing and editing and pasting up, student publications handbooks and forms from schools with successful publications programs, publications--both good and poor--for advisers to review, handouts, bibliographies and resource lists, and so on. Some of these no doubt will not be used and others will be used until they are worn, but a wide range of resources should be available to help advisers meet their individual needs and to attack specific problems they have in their schools.

8. FORM

Form of the training program may be dictated by other factors, such as tradition, available facilities, available dates or days, times and places chosen leaders or instructors are available, and so on. The jury was not asked to validate a principle relating to form, but it was asked to rate four forms of training programs and those ratings give helpful guidance to program designers.

The residential workshop was rated the most effective (3.722 on a 4-point scale) and the second most practical (3.083). The time and financial commitments usually required for a residential workshop have been mentioned, as has its failure to attract the vast majority of advisers who most need it. It may well be the most effective form, but some form that can be helpful to larger numbers of advisers needs to be presented from time to time better to prepare them for their advising duties.

The regular college course taken evenings or during the summer session was rated the most practical (3.222) and the second most effective (3.045). The most practical rating received only 4 top scores of 4 and 9 second-highest scores of 3 with one juror not rating its practicality. Therefore, the most practical form of training among those rated was perceived as moderately practical. One of the weaknesses of a course is that advisers may be tired and therefore less attentive and enthusiastic if it meets after a school day or early Saturday. Also they may not adequately prepare themselves between meetings, especially if they are engaged in full-time teaching.

Rated third in both effectiveness and practicality and in the moderate range on both effectiveness and practicality was the commuter workshop that is easily accessible to participants. This may be away from a campus or school system. Ease of accessibility probably first means nearness of location and ease of reaching it with minimum time, expense and psychological frustration. Further, ease of accessibility can mean a moderate or low fee and a moderate or small investment in time, such as two or three days instead of a longer duration usually required in a residential workshop on a college campus. Commuter workshops can, of course,

take place on college campuses, at motor hotels on Interstate highways, at conveniently accessible school buildings or at almost any place meetings can be conducted.

The commuter workshop's rating was 2.900 for effectiveness, with 1 rating it 4, 10 rating it 3 and 3 rating it 2, and 3.000 for practicality, with 4 rating it 4, 5 rating it 3, 4 rating it 2 and 1 not rating.

In-service programs in a local school district led by personnel qualified in publications advising were rated as slightly effective and slightly practical at 2.357 for effectiveness with 1 rating it 4, 5 rating it 3, 7 rating it 2 and 1 rating it 1, and 2.313 for practicality, with 2 rating it 4, 3 rating it 3, 8 rating it 2 and 1 not rating. The relatively low rating may make program designers reluctant to offer in-service programs in local school districts, but when one considers the vast number of advisers who are unprepared for their positions, even a program of modest effectiveness and practicality should be considered if it can reach some of the advisers. It would be imperative that qualified personnel conduct the program and that the meeting time be carefully selected for maximum alertness and interest among participating advisers.

9. ENROLLMENT

The jury recommended an enrollment of about 15 advisers in a training program but also agreed that enrollment need not be limited if there are sufficient leaders and resources. Whether one should interpret the advice to mean that there should be one leader for every 15 advisers is not clear but seems reasonable.

Interest among advisers, population density of advisers in the area where the workshop is offered, fees and dates will affect the enrollment from the advisers' viewpoint. Income and how it is budgeted and available facilities will affect the number of leaders who can be made available and the resources for the training program.

Using the jury for guidance, planners could attempt to build program budgets and fees around a 15:1 ratio of advisers to instructors while providing adequate training materials and facilities. If one assumes that this approximates an ideal situation, he or she also may note that the highest enrollment a juror suggested was 20 (6 indicated that possibility, 4 as the specific number and 2 as the top figure in a range of 15 to 20). A planner may consider 20 as the number at which the practical maximum is approached per instructor or leader.

Some instructors can handle large numbers of advisers with great facility, making each believe he or she is receiving personal attention. Other instructors work more slowly, have greater difficulty relating to large groups or seem aloof when confronted with large groups. A planner should carefully consider the abilities of the program's instructors when determining enrollment levels.

Considerations that apply to the practicality of the training situation that have been discussed here do not exhaust all considerations but do address the most important ones. Simple answers are not available when one orders priorities in planning a training program. Most of the considerations are interrelated with others and affect them. If more money is spent on a wider variety of instructors, less money will be available for resource materials. If fees are kept low to encourage attendance, instruction and resource material may be barely adequate. If ideal facilities are secured, the dates may be most inconvenient to interested advisers or the instructors desired may not be available at that time.

The list of considerations suggests that program planners should carefully consider the conditions of training program practicality each time they plan a program and consciously avoid merely repeating a preceding program because it seemed to work. It also suggests that different advisers may be attracted to a program if conditions are changed, such as offering a program in a new location or at a different date or for a different duration. One implication of the surveys in this study is that more training programs are needed to serve more of the majority of advisers who are inadequately prepared for their tasks.

Uses of the model. Of utmost importance is an understanding that the model is a guide to components and their priorities in planning training programs. The instructional components were presented in their order of importance, as rated by the expert jury, and that order of priorities should be helpful in designing a training program. In designing any program, analysis of the participating advisers' skills and needs should be used in deciding emphasis to be placed on components and their skills. A problem inventory discussion is one good

approach; another is to have advisers complete an inventory form that elicits facts about their training and their beliefs about their most pressing needs.

Conditions of the practicality of the training situation and their interrelated nature have been presented to give guidance in the most important considerations and to suggest an order of priority if one condition has to take precedence over another.

Learning activities and the expert jury's ratings of them have been presented, but the most highly rated activity will not necessarily be the most effective one in every situation. Some activities are limited in use to a few topics, and that may be one reason they were rated lower than activities of wider usefulness. Some activities may be presented or used more expertly by one instructor than another.

The model, then, is a guide that can be adapted to numerous programs situations, including (a) residential workshops, (b) college courses, (c) commuter workshops, (d) series of workshops, (e) district in-service programs and (f) scholastic press association sponsored conferences, seminars and weekend retreats with a clear objective that are sequenced to develop a skill or understanding or a group of related skills or understandings.

Summary

A model for the short-term training of advisers was developed by (1) assessing needs of advisers through two surveys, (2) developing principles for training advisers, (3) validating those principles by sumbitting them to an expert jury and (4) constructing a model from the validated principles.

In assessing the needs of advisers, 131 advisers in 14 states and the District of Columbia and 41 professors who teach courses for advisers responded to separate surveys. Advisers' responses were analyzed in two groups, those with 18 or more quarter hours of journalism and those with 13 or fewer hours. Although 46.6 per cent of the advisers in the survey teach journalism, only 18.3 per cent hold certification in it and only 22.9 per cent have completed more than 13 quarter hours of college journalism courses.

Fifty-three statements of professional needs selected from the literature were rated by the professors and the two groups of advisers. Overall rankings by these three groups were significantly different beyond the .001 level. Differences in rankings by the three groups were analyzed and 25 statements that were classified in the "disagreement" and "strong disagreement" categories were further analyzed for determination of an overall rating to be used in developing principles to be submitted to the expert jury. Forty of the 53 statements were accepted for developing principles.

The expert jury was chosen from persons who had been most widely published in scholastic journalism periodicals during 1971-1975 and who also were active in additional ways in the student publications field. The principles deal with three major aspects of adviser training: (1) competencies to be developed, (2) learning activities for developing competencies and (3) practical aspects of the training situation. All principles referred to the expert jury were validated by the jury according to criteria established at the outset of the study.

The model is based upon the principles validated by the jury. It deals with 11 areas of competency: (1) news judgment, news gathering and news writing, (2) editing and design, (3) professional practices, (4) law of student publications, (5) relations with persons not on the staff, (6) production techniques, (7) business and finance, (8) advertising, (9) relations with the staff, (10) photojournalism and (11) writing, other than news. Learning activities useful in developing the competencies include (1) discussion followed by laboratory practice, (2) straight presentations followed by practice in the skill presented, (3) coverage of a real event, (4) combination of straight presentation, slides, discussion and practice in the skill presented, (5) simulation, (6) problem inventory of issues involved and possible problems or consequences stemming from them, (7) individual study materials or packets, (8) seminar approach, (9) handouts accompanied by discussion and followed by practice in the competency being presented, (10) examples followed by discussion, (11) case study method, (12) slides or charts accompanied by analysis and discussion, (13) discussion with high school students followed by critique and (14) advisers' exchange of their own experiences with their students.

Practical considerations or conditions of training dealt with in the model are (1) adequate duration to deal with essential needs of participating advisers, (2) leadership in touch with advisers' practical problems, (3) program dealing with needs felt by advisers as well as professional needs of which they may

be unaware, (4) adequate facilities, (5) accessibility in terms of distance, time and cost, (6) use of a variety of effective learning activities and use of activities that encourage and facilitate future individual learning in areas of advisers' needs, (7) use of a variety of resources to allow for individual differences and learning preferences, (8) use of a training program form most appropriate for the circumstances and (9) enrollment properly apportioned to leaders and resources, on the order of 15 advisers per instructor.

Conculusions

Several conclusions can be inferred from the two needs assessment surveys, the ratings by the expert jury and the development of the model.

1. A large number of publications advisers, probably a majority, is inadequately prepared for advising student publications.

2. Training of advisers is possible within a reasonable amount of time and should be made more widely available.

3. Advisers rate certain advising activities, primarily related to staff organization and producing the publication on time, substantially higher than professors who teach advisers. Those professors rate certain activities, primarily in advising students about basic journalistic skills and functioning as liaison with the administration, substantially higher than advisers. These differences should be considered when beginning training programs for less prepared advisers, as discussed under the news judgment, news gathering and news writing component of the model.

4. Journalistic skills are most important and can contribute to solving other problems or needs advisers rate as more important. Both professors and the expert jury rated journalistic skills higher than skills in interpersonal relations and organizing. This model accepts those ratings as valid in preference to the advisers' ratings.

5. Because of advisers' different backgrounds, advising situations and perceptions, any training program should be based in part on an analysis of characteristics of participating advisers.

6. To reach more advisers with training they need, varied forms of training programs should be offered, including some that are substantially short of the expert jury's perceived ideal in terms of instruction time and facilities. Sacrificing attempts to achieve the "ideal" in training in order to reach a larger number of advisers who have little or no preparation is a worthwhile compromise.

7. Advisers organizations should attempt to offer additional training programs or to undertake cooperative arrangements with universities to offer additional training programs.

8. Learning activities in training programs for advisers should involve practice of the skills or concepts being learned.

9. Writing and editing are the basis of good publications and a good educational experience for students working on publications, and advisers should be trained in them.

Implications

1. Data from the study, as expected, imply that many more training programs are needed to reach the large number of advisers who appear to be inadequately prepared for their advising duties. Both the strategies for diffusion of information and training among advisers and the means of encouraging organizations and universities to present more training programs appear to be important if additional programs are to be offered successfully.

2. At the same time more training programs for advisers are being encouraged, it is important that they be carefully planned for maximum effectiveness.

3. It also appears that more attention should be given to different forms of training programs than those most commonly offered. Very short programs and extension programs in well-populated areas appear to be possibilities that could be developed further.

4. Also implied is a need to assess reasons administrators appoint unqualified teachers to publications advising positions and to deal with adviser and administrator training from that viewpoint.

5. If additional training programs are to reach advisers who need them, those programs must appeal to the advisers who can benefit from them. One factor of appeal may be lower fees or provide scholarship grants, for which broader financial support than is currently available is needed.

6. Advisers organizations, which already are using their modest resources about as well as possible, could seek funding for training from foundations or other agencies. They also could design training programs and instructional materials for them. Training, however, cannot be permitted to divert them from their principle activities, serving advisers' professional needs. Typically these organizations' members are the best trained, most professional and most highly motivated advisers.

Recommendations for Further Research

The findings of this study and the resulting model point toward further useful research.

1. A workshop designed on this model should be evaluated for its impact upon its adviser-participants. Evaluation of one or a number of workshops based on this model could lead to validation, refinement or further development of the model or its components.

2. A group of untrained advisers should be trained in a program based on this model, followed by evaluation to determine if after training they rate the needs statements closer to the professors' rankings.

3. The finding that only 14.5 per cent of the advisers in the survey had taken a workshop for credit although 87 per cent had fewer than the recommended 30 quarter hours of credit in journalism suggests that research should be undertaken to assess what motivates some advisers to seek training opportunities and what prevents others from taking training.

4. Research into reasons school administrators appoint unqualified persons to be publications advisers is recommended. Also, considering the advisers who had no choice in their advising assignments, assessment and analysis of school administrators' beliefs about publications advising and the role of student publications in high schools is suggested. Findings of these studies could lead to ways to relate information or training about school publications and training needs of advisers to the needs of school administrators.

5. Instructional materials useful in implementing the model could be developed, based on research. Most instructional materials currently available are based on personal experience rather than research findings or testing.

6. Research into materials available and materials needed in book and periodical form could lead to more effective materials being made available to advisers in those forms, which were rated third as sources of assistance for advisers, behind persons and workshops.

Overall, high school publications advisers perceive a need to develop competencies that would help them become more effective in their positions, which is encouraging. Although only a very small minority have sought training, if effective and appealing training programs were designed and made available to them, larger numbers probably would take advantage of those programs. This process would provide a range of benefits, including better instruction for high school students who work on publications, better publications for the students in those schools and perhaps a decreased rate of adviser turnover because more knowledgeable and more confident advisers might keep their positions longer. The task now is to design the training programs and make them conveniently available to advisers.

NOTES

1. J. W. Click and John W. Windhauser, "Suggested High School Journalism Courses and Teacher Certification Requirements." Paper read before the Association for Education in Journalism Convention, Secondary School Division, Columbia, S.Car., August 1971, p.5.
2. John W. Windhauser and J. W. Click, "High School Journalism Courses, Teachers and Perceived Professional Needs in Indiana, Ohio and Pennsylvania." Paper read before the Association for Education in Journalism Convention, Secondary School Division, Carbondale, Ill., August 1972, p. 8.
3. Carol P. Schmidt, "A Study of the Professional and Educational Background of High School Journalism Teachers and Advisers in Wyoming" (M.S. thesis, University of Wyoming, Laramie, 1975), reported in UW Journalism Report, 1:3 (Summer 1975).
4. Alyce R. Sheetz, "A Profile of the Oregon High School Yearbook, Its Adviser and Staff" (M.S. thesis, University of Oregon, Euguene, 1963), reported in Journalism Abstracts, 2:128-129 (1964).
5. Suzanne Y. Nichols, "Journalism Instruction and Activity in Wisconsin Public High Schools" (M.S. thesis, University of Wisconsin, Madison, 1964), reported in Journalism Abstracts, 2:114 (1964).
6. George P. Pearson, "A Study of Journalism Activities in Minnesota Public High Schools, with Special Reference to Influences Bearing upon the Work of Journalism Teachers and Advisers" (M.A. thesis, University of Minnesota, Minneapolis, 1966), reported in Journalism Abstracts, 5.143 (1967).
7. Robert O. Gary, "A Comprehensive Study of High School Journalism in Southern Illinois High Schools" (M.A. thesis, Southern Illinois University, Carbondale, n.d.), reported in Journalism Abstracts, 8:69-70 (1970).
8. William H. Billings, "High School Journalism in North Carolina: A Survey of Teachers, Programs, and Instructional Needs" (M.A. thesis, University of North Carolina, Chapel Hill, 1974), reported in Journalism Abstracts, 12:72 (1974).
9. Carolyn C. McCune, "Preparation of the High School Journalism Teacher: Certification Requirements Related to Teacher Needs" (M.S.J. thesis, West Virginia University, Morgantown, 1974), pp. 23-24.
10. David C. Henley, "A Study of the Educational and Professional Backgrounds of Journalism Teachers in California Public High Schools" (Ph.D. dissertation, United States International University, San Diego, 1974), reported in Journalism Abstracts, 12:17-18 (1974).
11. John A. Boyd, "High School Newspaper Advisers in Indiana and Their Instructional Programs in Journalism" (Ed.D. dissertation, Indiana University, Bloomington, 1960), p. 39.
12. Schmidt, p. 3.
13. Boyd, p. 38, and Windhauser and Click, p.9.
14. Schmidt, p.3.
15. Windhauser and Click, p.1.
16. States in the advisers survey, followed in parentheses by number of advisers in sample and number who replied, were Alaska (2/2), District of Columbia (5/4), Iowa (28/19), Kentucky (10/4), Louisiana (10/2), Massachusetts (17/2), Mississippi (14/2), Montana (17/9), North Carolina (35/17), North Dakota (11/6), Ohio (34/17), Pennsylvania (38/14), Texas (31/11), Washington (30/18), Wisconsin (21/10).
17. For the complete analysis, see John William Click, "Development of a Model for the Short-Term Training of High School Publications Advisers" (Ph.D. dissertation, The Ohio State University, Columbus, 1977), pp. 51-101.
18. For the complete explanation and details of selection of the expert jury, see John William Click, pp. 126-133.